SPRING 2009 – NCLB Report Outfile

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
					IDENTIFICATION INFORMATION.
					File Name: NCLBReportOutfile common layout - Excel format
					Description: The file is used to create the NCLB Report pages.
					Security Level: Public upon release date; otherwise internal.
					DESCRIPTIVE INFORMATION
					Information contained on this file is obtained from the Kentucky Core Content Test (KCCT) provided by the contractor, databases at the Kentucky Department of Education housing nonacademic data, school information, district information and data from previous years.
					Identification and matching of school, district, state level data is via the CODE field.
					File Sequence: CODE, GRADE and SUBJECT ascending.
CODE	Char.	6		District School Code	Code Number assigned by KDE to identify the school building site.
					Code consists of a 3 character District No. followed by a 3 characters of blanks.
					• DISTRICTS without grades 10, 11 and 12 schools are: Five districts (Anchorage Ind. (006), East Bernstadt Ind. (149), Science Hill Ind. (524), Southgate Ind. (537), and Westpoint Ind. (586) have no grade 11/12 schools, thus district level reports are not printed at grades 11/12.
					• Students Accountable to a Geographic Region -- 701 … 715 A extremely small number of tested students can not be attributed to a specific school or district. These students, while accountable, have unique transient backgrounds which cause them to be accountable to a geographic region only. These students are assigned to the following special code numbers based on the ADD region the school/district is located: 701 – ADD Region 1 District, 702 – ADD Region 2 District, 703 – ADD Region 3 District, 704 – ADD Region 4 District, 705 – ADD Region 5 District, 706 – ADD Region 6 District, 707 – ADD Region 7 District, 708 – ADD Region 8 District, 709 – ADD Region 9 District, 710 – ADD Region 10 District, 711 – ADD Region 11 District, 712 – ADD Region 12 District, 713 – ADD Region 13 District, 714 – ADD Region 14 District, 715 – ADD Region 15 District.
					Code Number for School Accountability
					• State Code – 999 For summarization of School Results at the STATE level, a special code (999) is assigned within the KCCT system to permit the aggregation and reporting of data at the State level.
					• Joint Schools

Field Name	Field Type	Field Length		Data Source	Description	Specifications and Calculations
						Joint Schools are school(s) combined with another school for accountability purposes because the school does not contain both a 4th and 5th grade or both a 7th and 8th grade. Each Joint School has a combined record and an individual school record for the schools that comprise the Joint School. The file layouts contain non-reported control fields to assist in sorting, merging and reporting of the Joint Schools. The combined record for Joint schools end in AAA, AAB, AAC, etc.
Distname	Char.	30		NCLB09	District Name	
Schname	Char.	45		NCLB09	School Name	
Title1	Char	1		NCLB09	Title I School	Title 1 indicator. • Y = Yes, a Title I school or district • N = No, not a Title I School or district **NOTE**: The school's NCLB's Title 1 status is given as of the start of the school year following the prior school year Spring KCCT testing. The NCLB's Title 1 status may be different from the KCCT's Title 1 status reported in the Interim Performance Report (IPR). The school's/district's IPR Title 1 status is stated at the time of testing while the NCLB's Title 1 status is stated at the time of reporting (the beginning of the next school year).
RD_2002	Num 6.2	8		calculated	Reading Starting point	Reading Starting point • The 20th Proficiency percentile starting points in reading calculated separately at the elementary, middle and high school levels. • Schools or districts that have multiple school levels (see GRD_RDN) have calculated starting points based on those multiple levels. These starting points are the unweighted averages of the associated levels at these schools or districts. • 2002 is the starting year for NCLB
RD_2003	Num 6.2	8		calculated	Reading Goal for 2003	Reading Goal for 2003
RD_2004	Num 6.2	8		calculated	Reading Goal for 2004	Reading Goal for 2004
RD_2005	Num 6.2	8		calculated	Reading Goal for 2005	Reading Goal for 2005
RD_2006	Num 6.2	8		calculated	Reading Goal for 2006	Reading Goal for 2006
RD_2007	Num 6.2	8		calculated	Reading Goal for 2007	Reading Goal for 2007
RD_2008	Num 6.2	8		calculated	Reading Goal for 2008	Reading Goal for 2008
RD_2009	Num 6.2	8		calculated	Reading Goal for 2009	Reading Goal for 2009
RD_2010	Num 6.2	8		calculated	Reading Goal for 2010	Reading Goal for 2010
RD_2011	Num 6.2	8		calculated	Reading Goal for 2011	Reading Goal for 2011
RD_2012	Num 6.2	8		calculated	Reading Goal for 2012	Reading Goal for 2012

Field Name	Field Type	Field Length		Data Source	Description	Specifications and Calculations
RD_2013		Num 6.2	8	calculated	Reading Goal for 2013	Reading Goal for 2013
RD_2014		Num 6.2	8	calculated	Reading Goal for 2014	Reading Goal for 2014
MA_2002		Num 6.2	8	calculated	Mathematics Starting point	Mathematics Starting point • The 20th Proficiency percentile starting points in Mathematics calculated separately at the elementary, middle and high school levels. • Schools or districts that have multiple school levels (see GRD_MAN) have calculated starting points based on those multiple levels. These starting points are the unweighted averages of the associated levels at these schools or districts. • 2002 is the starting year for NCLB
MA_2003		Num 6.2	8	calculated	Mathematics Goal for 2003	Mathematics Goal for 2003
MA_2004		Num 6.2	8	calculated	Mathematics Goal for 2004	Mathematics Goal for 2004
MA_2005		Num 6.2	8	calculated	Mathematics Goal for 2005	Mathematics Goal for 2005
MA_2006		Num 6.2	8	calculated	Mathematics Goal for 2006	Mathematics Goal for 2006
MA_2007		Num 6.2	8	calculated	Mathematics Goal for 2007	Mathematics Goal for 2007
MA_2008		Num 6.2	8	calculated	Mathematics Goal for 2008	Mathematics Goal for 2008
MA_2009		Num 6.2	8	calculated	Mathematics Goal for 2009	Mathematics Goal for 2009
MA_2010		Num 6.2	8	calculated	Mathematics Goal for 2010	Mathematics Goal for 2010
MA_2011		Num 6.2	8	calculated	Mathematics Goal for 2011	Mathematics Goal for 2011
MA_2012		Num 6.2	8	calculated	Mathematics Goal for 2012	Mathematics Goal for 2012
MA_2013		Num 6.2	8	calculated	Mathematics Goal for 2013	Mathematics Goal for 2013
MA_2014		Num 6.2	8	calculated	Mathematics Goal for 2014	Mathematics Goal for 2014
						ADEQUATE YEARLY PROGRESS (AYP) COMPONENT'S STATUS yy – Represents the year 2002 to 2009(02-09)
AYP_RDOAyy		Char.	3		AYP Reading Overall Status	Reading AYP Overall Component status Y Yes, meets AYP requirements N No, does not meet AYP requirements S Safe, meets AYP requirement through Safe Harbor N/A Not Applicable

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
					Blank Null, Not sufficient information to provide a judgment (Current year reconstituted school will have blank data) **Note:** To meet Reading AYP Overall requirements a school/district must not only meet the individual Reading AYP component requirements (see above AYP_RDyy), but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and/or AYP Graduation Rate requirements. If any one of the above requirements are not meet the school/district has not meet the Reading AYP Overall Component status.
AYP_MAOAyy	Char.	3		AYP Mathematics Overall Status	Mathematics AYP Overall Component status Y Yes, meets AYP requirements N No, does not meet AYP requirements S Safe, meets AYP requirement through Safe Harbor N/A Not Applicable Blank Null, Not sufficient information to provide a judgment (Current year reconstituted school will have blank data) **Note:** To meet Mathematics AYP Overall requirements a school/district must not only meet the individual Mathematics AYP component requirements (see above AYP_MAyy), but must also meet three additional requirements. A school/district must meet the AYP Participation Rate requirements, the AYP Accountability Index requirements and/or AYP Graduation Rate requirements. If any one of the above requirements are not meet the school/district has not meet the Mathematics AYP Overall Component status.
AYP_OAyy	Char.	3		AYP Overall Status	Overall AYP Status Y Yes, meets AYP requirements N No, does not meet AYP requirements S Safe, meets AYP requirement through Safe Harbor N/A Not Applicable Blank Null, Not sufficient information to provide a judgment (Current year reconstituted school will have blank data) Note: For any school/district in which all students or a subpopulation does not meet all of the requirements of NCLB, the school/district will be considered as not meeting AYP.
T1_yy	Char.	1		Title I Status	
NCLB_yy	Char.	3		NCLB Consequences	NCLB Consequences If a Title I school/district does not meet their overall AYP indicated by a N in variable AYP_OAyy there are NCLB consequences attached. Below is a list of NCLB consequences ranked by Tier. SCHOOL CONSEQUENCES **N/A** Title I school but No Applicable information Blank : Not a Title I school **0** Title I school has No Consequence

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Date Created: September 18, 2009
Date Revised:

Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
					1 **Tier 1** of Consequences (2 years not making AYP): Notify parents, implement school choice, and revise school improvement plan.
					2 **Tier 2** of Consequences (3 years not making AYP): Notify parents, continue school choice, revise school plan, and offer supplemental educational services.
					3 **Tier 3** of Consequences (4 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental educational services, and implement corrective action.
					4 **Tier 4** of Consequences (5 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental educational services, continue corrective action, and write plan for Alternative Governance.
					5 **Tier 5** of Consequences (6 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental educational services, continue corrective action, and implement Alternative Governance.
					5-2 **Tier 5(2nd Yr)** of Consequences (7 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental educational services, continue corrective action, and continue Alternative Governance.
					5-3 **Tier 5(3rd Yr)** of Consequences (8 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental educational services, continue corrective action, and continue Alternative Governance.
					5-4 **Tier 5(4th Yr)** of Consequences (9 years not making AYP): Notify parents, continue school choice, revise school plan, continue supplemental educational services, continue corrective action, and continue Alternative Governance.
					DISTRICT CONSEQUENCES
					N/A Title I district but No Applicable information
					Blank: Not a Title I district
					0 Title I school has No Consequence
					1 **Tier 1** of Consequences (2 years of not making AYP): Notify parents using state-provided information, revise district improvement plan, request technical assistance if needed, and may be subject to corrective action from the Kentucky Department of Education.
					2 **Tier 2** of Consequences (3 years of not making AYP): Notify parents using state-provided information, revise district improvement plan, request technical assistance if needed, and may be subject to corrective action from the Kentucky Department of Education.
					3 **Tier 3** of Consequences (4 years of not making AYP): Notify parents using state-provided information, revise district improvement plan, request technical assistance if needed, and will be subject to corrective action from the Kentucky Department of Education.
					3-2 **Tier 3(2nd Yr)** of Consequences (5 years of not making AYP: Notify parents using state provided information, revise district improvement plan, request technical assistance if needed, and continue to be subject to corrective action from the Kentucky Department of Education.
					3-3 **Tier 3(3rd Yr)** of Consequences (6 years of not making AYP: Notify parents using state provided information, revise district improvement plan, request technical assistance if needed, and continue to be subject to corrective action from the Kentucky Department of Education.
					3-4 **Tier 3(4th Yr)** of Consequences (7 years of not making AYP: Notify parents using state provided information, revise district improvement plan, request technical assistance if needed, and continue to be subject to corrective action from the Kentucky Department of Education.
STACC_yy	Char.	3		State Consequences for Non-Title I	**N/A** Non-Title I school but No Applicable information **0** Non-Title I school not Eligible **1** Non-Title I school is Eligible
RD_GOAL	NUM	8		Current Year Reading	

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Field Name	Field Type	Field Length	Data Source	Description	Specifications and Calculations
				Goal	
MA_GOAL	NUM	8		Current Year Mathematics Goal	
TST_ABOVE ASSIS_PRNT	CHAR	18		Elementary OA	Elementary (3-8) Other Academic Indicator
TST_ABOVE_ASSIS_RED	Char.	1		Elementary OA Flag	Indicates that the Elementary Other Academic Indicator was missed ("Y")
TST_GRADRT_PRNT_PY	Char.	6		Prior Year Grad Rate	
TST_GRADRT_PRNT_CY	Char.	8		Current Year Grad Rate	
TST_GRADRT_RED	Char.	1		High School OA Flag	Indicates that the Graduation Rate was missed ("Y")
					Demographic Results: xxx represent the demographic that is being reported. Values: TST – Total Tested ETW – White (Non-Hispanic) ETB – African-American ETH – Hispanic ETA – Asian LEP – Limited English Proficient LUP – Free/Reduced Lunch Participation ACD – Student With Disabilities
xxx_TPC_PY	Char.	8		Prior year AMO No Students	
xxx_TPC_CY	Char.	8		Current year AMO No Students	
xxx_RDPD_PY	Num	8		Prior Year Reading Proficient %	
xxx_RDPD_CY	Num	8		Current Year Reading Proficient %	
xxx_RDPD_CI	Num	8		Current Year Reading Confidence Interval Factor	
xxx_MAPD_PY	Num	8		Prior Year Mathematics Proficient %	
xxx_MAPD_CY	Num	8		Current Year Mathematics Proficient %	
xxx_MAPD_CI	Num	8		Current Year Mathematics Confidence Interval Factor	
xxx_RD_PROF_PRNT_PY	Char.	8		Prior Year Reading Proficient % (Print)	This value contains flags as indicated on Report
xxx_RD_PROF_PRNT _CY	Char.	28		Current Year Reading Proficient % (Print)	This value contains flags as indicated on Report
xxx_RD_PROF_RED	Char.	1		Reading Proficient %	Indicates that the AMO Target was not met ("Y")

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				Flag	
xxx_MA_PROF_PRNT_PY	Char.	8		Prior Year Mathematics Proficient % (Print)	This value contains flags as indicated on Report
xxx_MA_PROF_PRNT _CY	Char.	28		Current Year Mathematics Proficient % (Print)	This value contains flags as indicated on Report
xxx_MA_PROF_RED	Char.	1		Mathematics Proficient % Flag	Indicates that the AMO Target was not met ("Y")
xxx_PAR_CNT_CY	Char.	8		Total Participation Count	
xxx_PAR_TESTED_CY	Char.	8		Number of Attempted Test	
xxx_PARTIC_PRNT	Char.	10		Participation % (Print)	This value contains flas as indicated on Report
xxx_PARTIC_RED	Char.	1		Participation % Flag	Indicates that the Participation Rate was not met ("Y")